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ABSTRACT

This paper is based on a study conducted among Asian American students, most of them Vietnamese refugees, at the University of Minnesota between 1980 and 1982. The study focused on the academic performance of students affiliated with the Office of Minority and Special Student Affairs (OMSSA) program, and examined some of the factors that may have influenced their academic progress. Transcripts of 498 students were analyzed to determine retention, and two questionnaires were administered to the students. Results indicate that: (1) between fall 1980 and spring 1982, the retention rate of OMSSA students fell to 74 percent; (2) the students maintained a grade point average of about 2.80; (3) 86 percent of the freshmen and 54 percent of the upperclassmen qualified for financial aid in 1981-82; (4) financial and family problems were the main causes of some of the students' poor academic performance; and (5) positive attitudes toward work were responsible for many of the students' positive performance. The paper concludes that only about 58 percent of the OMSSA students made adequate progress toward graduation, suggesting that as this group moves into the academic mainstream, its members encounter more difficulties and competition from majority students. (GC)

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A MODEL FOR RETENTION RESEARCH ON ASIAN/PACIFIC AMERICAN STUDENTS: A CASE STUDY OF THE UNIVERSITY OF MINNESOTA

A paper submitted to

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by

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

There is a widely accepted cliche that Asian Americans are good students, and that they neither need special services nor should be considered a minority for educational purposes. According to the 1980 U.S. census, 35.5 percent of Asian/Pacific Americans, twenty-four years old and over, have four-year college degrees, whereas the corresponding figures are 17.2 percent for Whites, 8.4 percent for Blacks and 7.6 percent for Hispanics. Such statistics, however, need to be analyzed very carefully, because there are tremendous diversities in educational attainment among different ethnic groups of Asian Americans and Pacific Islanders, and between American-born Asians on the one hand, and immigrants on the other. Furthermore, there exist striking differences from region to region, depending on what types of Asian/Pacific Americans have settled there.

The State of Minnesota is a unique case in this regard. Unlike in Hawaii and California, the Asian/Pacific American community in this Midwestern State is quite small; approximately 45,000 Asian/Pacific Americans account for only one percent of Minnesota's population. Moreover, the majority of the Asian/Pacific American residents are Indochinese refugees. Over 10,000 Hmong constitute the largest ethnic group among the Indochinese, followed by 8,000 Vietnamese, 4,000 Cambodians and 3,000 Lao. Incidentally, the Hmong, Cambodians and Lao were not even counted as Asian Americans in the 1980 census; they were included in the category of "other."

In Fall, 1982, 1,269 Asian American students were enrolled at the University of Minnesota which had a total enrollment of 47,383. Nearly half the Asian American students were affiliated with the OMSSA (Office for Minority and Special Student Affairs) Program, receiving support services through the Asian/Pacific American Learning Resource Center (A/PA-LRC). The A/PA-LRC is one of the four ethnic Learning Resource Centers charged with recruiting and providing minority

and disadvantaged students with special services including differential funding, counseling and tutoring. Over 80 percent of the Asian OMSSA students were Indochinese refugees, who were mostly Vietnamese. The A/PA-LRC certified for Fall, 1982, a total of 245 new students, of whom 177 (72.3 percent) were Vietnamese. Although Hmong are the largest Asian group statewide, merely eighteen Hmong freshmen were admitted to the University of Minnesota for the fall quarter.

In Hawaii and the West Coast States, many institutions have a significant Asian/Pacific American student population which is predominantly Chinese and Japanese, and to a lesser extent Filipino and Korean. At the University of Minnesota, on the other hand, Vietnamese are currently the largest ethnic group among Asian/Pacific American students who happen to be the predominant minority group on campus. While Vietnamese are well represented at the University, Hmong, Lao and Cambodians are severely underrepresented. Due to the unique phenomena in Minnesota's population and in the University's enrollment, the A/PA-LRC has become an integral part of the universitywide minority program known as the OMSSA Program.

This paper will present a model for research on the retention of minority and disadvantaged students in higher education. Specifically, the present study deals with Asian OMSSA students at the University of Minnesota, focusing on their academic performance during the 1981-82 academic year. In the process, we will analyze their retention on the basis of various criteria, as well as explore some of the major factors contributing to their satisfactory or unsatisfactory progress last year.

It was only two years ago that the University's Office of Equal Opportunity and Affirmative Action gave the OMSSA Program permission to have access to the transcripts of all the students it served. The A/PA-LRC, therefore, has been able to monitor the academic progress of Asian OMSSA students over a two-year period.

On the basis of 498 transcripts, we have examined various aspects of Asian OMSSA student retention. If retention is defined as continuing to enroll every

quarter or graduating from the University, 97.7 percent of 482 Asian OMSSA students who registered for Fall, 1981, were still retained in Winter, 1982. However, their retention rate declined to 90.7 percent by Spring, 1982. (See TABLE I.)

When we tracked a cohort of 384 Asian OMSSA students from Fall, 1980 through Spring, 1982, their retention rate plummeted to 74.2 percent. (See TABLE II.) In the absence of comparable data for the majority students, there is no way of analyzing our data more objectively. Nonetheless, it would probably be safe to assume, based on our educated guess, that Asian OMSSA students are more likely to be retained than the rest of the student body.

If we are to evaluate retention in terms of the GPA, 498 Asian OMSSA students demonstrated laudable academic achievement. Their average GPA for three quarters of academic year 1981-82 was 2.78, as compared with 2.80 for the year before. Last year, the great majority of Asian OMSSA students were enrolled in almost equal numbers in three colleges: the General College (GC), the College of Liberal Arts (CLA), and the Institute of Technology (IT). With 2.89, GC topped CLA and IT with respect to the Asian OMSSA students' average annual GPA. (See TABLE III.) GC's impressive statistic might be attributable to one or both of the following factors: (1) GC courses were relatively easier than those in other colleges; and/or (2) GC's Personalized Educational Program (PEP IV) was an effective academic retention program. In regard to the cumulative GPA, the Asian American students' performance was also excellent. At the end of Spring, 1982, their average cumulative GPA was 2.78. GC also excelled CLA and IT in the Asian OMSSA students' average cumulative GPA, which was 2.85 for GC and 2.80 and 2.72 for IT and CLA, respectively. Our students' average cumulative GPA slightly declined from 2.79 as of Spring, 1981 to 2.78 a year later. (See TABLE III.) Such minimal difference, however, is statistically insignificant.

As we utilize more stringent criteria for assessing our students' academic progress, it becomes obvious that there is much to strive for, though we are not crying for the moon. In order to remain eligible for differential funding, all OMSSA students must maintain a "C" average, completing at least twenty-four credits in the first

year and thirty-six credits or more in each subsequent year. If we apply this criterion to Asian OMSSA students, 85.7 percent of freshmen and 54.0 percent of upperclassmen, or 64.3 percent of all our students, made adequate progress for financial aid purposes during the 1981-82 academic year. All the Asian OMSSA freshmen in IT fulfilled this requirement, while 85.6 percent of GC students and 77.7 percent of CLA students demonstrated satisfactory performance. Nevertheless, the percentage of Asian OMSSA upperclassmen meeting our expectations dropped to 66.9 percent for IT, 41.9 percent for GC and as low as 35.7 percent for CLA.

If we combine freshmen and upperclassmen, 71.9 percent of IT students, 67.4 percent of GC students and 46.2 percent of CLA students satisfactorily completed enough credits last year to qualify for continued OMSSA funding. (See TABLE IV.)

Under only exceptional circumstances does the OMSSA Program fund students beyond the fifth year. Even if OMSSA freshmen earn twenty-four credits, they are not likely to graduate in five years. It is, therefore, essential for every OMSSA student to obtain at least thirty-six credits for every year he/she is enrolled at the University. When we apply to both freshmen and upperclassmen the uniform criterion of completing thirty-six credits per year with a "C" average, 288 out of 498 Asian OMSSA students, or 57.8 percent of the total, made satisfactory progress during the 1981-82 academic year. With 64.0 percent of its Asian OMSSA students successfully completing their course work, IT again surpassed GC and CLA, where corresponding figures were 60.7 percent and 37.3 percent, respectively. IT tends to attract better-prepared students; hence a better retention. Asian OMSSA students in GC achieved the second highest course completion rate, mainly because the majority of them were freshmen participating in PEP IV which provided them with a systematic and comprehensive retention program. CLA had the smallest percentage of Asian OMSSA students making adequate progress toward graduation. This phenomenon might be ascribed to the fact that many of our students still lack college-level English

proficiency to handle CLA course work which may require better reading and writing skills than in other colleges. Since not all the Asian OMSSA students registered for every quarter last year, the number of students with satisfactory academic achievement were computed on a pro rata basis. (See TABLE V.)

We also looked at the average number of credits completed by Asian OMSSA students per quarter by college. On the whole, our students earned an average of over twelve credits every quarter, receiving an average total of 36.8 credits during the 1981-82 academic year. There was little quarterly variation in terms of the average number of credits obtained. Of the three colleges where most of Asian OMSSA students were enrolled, IT also outdid GC and CLA in this category. IT students completed, on the average, 38.0 credits last year, whereas GC and CLA students, severally, acquired 37.5 and 33.4. (See TABLE VI.)

The number of Asian OMSSA students who transferred to four-year colleges and other programs of their choice may also be another indication of how successful the A/PA-LRC has been in helping the students maximize their potential. During the 1981-82 academic year, a total of fifty-five students switched their colleges. As many as forty-one GC students "transferred up": twenty-one to CLA, nineteen to IT and one to the College of Home Economics. On the other hand, twelve CLA students "moved up": eight to IT and one each to the Colleges of Pharmacy, Forestry, and Home Economics, and the School of Management. Two IT students, however, probably "moved down" to CLA. (See TABLE VII.)

By the end of Spring, 1982, thirty-four Asian OMSSA students graduated from the University. IT produced fifteen graduates, or 44.1 percent, while the School of Management and CLA claimed eight (23.5 percent) and six (17.6 percent), respectively. The Colleges of Biological Sciences, Home Economics, Education and Agriculture, as well as GC, accounted for one Asian OMSSA graduate each. (See TABLE VIII.)

In an attempt to better understand some of the major factors contributing to Asian OMSSA students' satisfactory and unsatisfactory performance, we conducted a

survey, administering two kinds of questionnaires: one for those who made adequate progress for financial aid purposes, and the other for those who did not. Forty students completed the first questionnaire, whereas thirty-nine filled out the second one. Since all factors were not applicable to every respondent, every answer was given one to three points depending on the degrees of importance. Namely, we assigned three points to "Very important," two points to "Important," and one point to "Somewhat important." This method enabled us to examine the relative importance of each reason.

Financial and family problems were the two most important causes of our students' poor achievement last year. These two factors accounted for 18.8 percent and 18.4 percent, respectively, of the reasons therefor, in terms of the degree of importance. "Did not study enough" and "Underprepared for courses" constituted the third and fourth most significant causes of these students' inadequate progress. The above four factors collectively were responsible, to the extent of 61.6 percent, for our students' unsatisfactory performance. (See TABLE IX.)

On the other hand, "Studied hard" and "Good health," with 12.5 percent and 11.3 percent, respectively, were the two most important reasons for many of our students' good results. "Liked and got along with professors," "Courses were relevant and interesting," and "Liked and got along with teaching assistants" were almost equally responsible for their adequate progress toward graduation, accounting for 10.0 to 10.5 percent each in importance. (See TABLE X.) If Asian OMSSA students were free from financial, family and medical problems, many of the students would probably be able to improve their academic performance by studying more diligently and by receiving sound academic advising to design more realistic course work plans.

Our retention research has revealed that contrary to a prevalent myth about Asian American students' academic prowess, during the 1981-82 academic year only 57.8 percent of Asian OMSSA students at the University of Minnesota made adequate progress toward graduation. They tend to encounter more difficulties as they join the academic mainstream, competing with majority students. This phenomemon is particularly conspicuous in the College of Liberal Arts, where good communication skills are essential to satisfactory academic performance. While adequate financial aid, good health and college-level English proficiency are indispensable for many of our Indochinese students to demonstrate satisfactory performance, good study habits and strong motivation on the part of the students, as well as relevant curricula and sensitive faculty are equally important.

Although no comparable data have been gathered on any other racial group of students, we may safely conjecture that Asian OMSSA students maintain the highest retention rate at the University of Minnesota. The OMSSA Program has made and will make it possible for growing numbers of disadvantaged Asian Americans to acquire a college education. As far as our students are concerned, the University's minority program funds have been and will continue to be wisely spent. After all, higher education is one of the best, if not the best, investments young minority people can make.

TABLE I

RETENTION RATE OF ASIAN OMSSA STUDENTS DURING THE 1981-82 ACADEMIC YEAR

Quarter	No. of students registered from the same cohort	No. of students graduated at the end of the quarter	No. of continuing students not registered	No. of students retained*	Retention rate
Fall, 1981	482	7			
Winter, 1982	464	4	11	471 (464+7)**	97.7%
Spring, 1982	426	23	34	437 (426+7+4)***	90.7%

Source: Compiled from the transcripts of 498 Asian OMSSA students.

* Retained students are those who either graduated or continued to register.

** The number of students retained was obtained by adding 464 students who registered in the winter quarter, 1982, and 7 students who graduated in December, 1981.

*** The number of students retained was figured out by summing up 426 students who registered in the spring quarter, 1982, and 11 students who graduated in the two previous quarters.

TABLE II

RETENTION RATE OF ASIAN OMSSA STUDENTS DURING THE 1980-82 ACADEMIC YEARS

Quarter	No. of students registered from the same cohort	No. of students graduated at the end of the quarter	No. of continuing students not registered	No. of students retained*	Retention rate
Fall, 1980	384	1			
Winter, 1981	375	2	8	376 (375+1)	97.9%
Spring, 1981	359	27	22	362 (359+1+2)	94.3%
Fall, 1981	278	3	76	308 (278+1+2+27)	80.2%
Winter, 1982	262	6	89	295 (262+1+2+27+3)	76.8%
Spring, 1982	246	26	99	285 (246+1+2+27+3+6)	74.2%

Source: Compiled from the transcripts of 384 Asian OMSSA students.

* The number of retained students was computed by adding the number of students registered in each quarter and the number of students graduated in the previous quarter(s).

TABLE III

ASIAN OMSSA STUDENTS' ACADEMIC PERFORMANCE DURING THE 1981-82 ACADEMIC YEAR

College	Fall, 1981 GPA	Winter, 1982 GPA	Spring, 1982 GPA	1981-82 Academic Year GPA	Cumulative GPA
College of Liberal Arts	2.63	2.67	2.69	2.66	2.72
General College	2.98	2.91	2.78	2.89	2.85
Institute of Technology	2.65	2.81	2.68	2.71	2.80
School of Management	2.87	2.80	2.71	2.80	2.78
College of Pharmacy	2.52	2.68	2.93	2.71	2.82
Division of Medical Technology	3.00	3.00	3.00	3.00	3.00
College of Education	2.61	1.88	2.00	2.20	2.59
School of Nursing	2.65	3.13	2.87	2.87	2.95
College of Home Economics	3.51	3.38	3.45	3.46	2.87
College of Biological Sciences	3.00	NA	NA	3.00	2.96
College of Agriculture	1.74	2.87	3.50	2.64	2.40
College of Forestry	2.71	3.31	NA	3.02	2.75
Average for All Asian OMSSA Students	2.78	2.81	2.73	2.78	2.78

Source: Compiled from the transcripts of 498 Asian OMSSA students.

TABLE IV

ASIAN OMSSA STUDENTS WHO MET THE ACADEMIC REQUIREMENT DURING THE 1981-82 ACADEMIC YEAR

College	Freshmen	Upper-classmen	Total no. of students	Freshmen meeting the requirement	%	Upperclassmen meeting the requirement	%	Total no. of students meeting the requirement	%
CLA	36	109	145	28	77.7%	39	35.7%	67	46.2%
GC	104	74	178	89	85.6%	31	41.9%	120	67.4%
IT	21	118	139	21	100.0%	79	66.9%	100	71.9%
Management	-	17	17	-	-	17	100.0%	17	100.0%
Pharmacy	-	8	8	-	-	5	62.5%	5	62.5%
Med Tech	-	1	1	-	-	1	100.0%	1	100.0%
Nursing	-	2	2	-	-	2	100.0%	2	100.0%
Education	-	2	2	-	-	2	100.0%	2	100.0%
Home Ec	-	2	2	-	-	2	100.0%	2	100.0%
CBS	-	1	1	-	-	1	100.0%	1	100.0%
Agriculture	-	2	2	-	-	2	100.0%	2	100.0%
Forestry	-	1	1	-	-	1	100.0%	1	100.0%
Total	161	337	498	138	85.7%	182	54.0%	320	64.3%

Source: Compiled from the transcripts of 498 Asian OMSSA students.

Note: In order to remain eligible for differential funding, OMSSA students are required to complete at least twenty-four credits with a "C" or better in the first year, and thirty-six credits or more with a "C" average or higher in each of the subsequent years.

TABLE V

ASIAN OMSSA STUDENTS WHO MADE SATISFACTORY ACADEMIC PROGRESS DURING THE 1981-82 ACADEMIC YEAR

	Total enrollment	No. of students making satisfactory progress	%
College of Liberal Arts	145	57	39.3%
General College	178	108	60.7%
Institute of Technology	139	89	64.0%
School of Management	17	17	100.0%
College of Pharmacy	8	8	100.0%
Division of Medical Technology	1	1	100.0%
School of Nursing	2	2	100.0%
College of Education	2	2	100.0%
College of Home Economics	2	2	100.0%
College of Biological Sciences	1	1	100.0%
College of Agriculture	2	1	50.0%
College of Forestry	1	1	100.0%
Total	498	288	57.8%

Source: Compiled from the transcripts of 498 Asian OMSSA students.

Note: Satisfactory academic progress is defined as completing thirty-six credits or more per year with a "C" average. If students either graduated without having to earn thirty-six credits in their final year, or took a quarter or two off for legitimate reasons such as illness or non-credit internships, while completing twelve credits or more per quarter for the rest of the academic year with a "C" average, these students were considered as having made satisfactory academic progress.

TABLE VI

AVERAGE NUMBER OF CREDITS COMPLETED BY ASIAN OMSSA STUDENTS DURING THE 1981-82 ACADEMIC YEAR, BY COLLEGE AND QUARTER

College	Fall 1981	Winter 1982	Spring 1982	1981-82
College of Liberal Arts	11.0	11.4	11.0	33.4
General College	12.7	12.7	12.1	37.5
Institute of Technology	12.6	12.6	12.8	38.0
School of Management	12.9	12.6	12.3	37.8
College of Pharmacy	13.9	14.6	14.1	42.6
Division of Medical Technology	15.0	13.0	11.0	39.0
College of Education	15.5	16.5	14.0	46.0
School of Nursing	15.0	15.0	15.0	45.0
College of Home Economics	12.0	12.5	14.5	39.0
College of Biological Sciences	17.0*	-	-	17.0
College of Agriculture	10.0	14.5	12.0	36.5
College of Forestry	14.0**	15.0	-	29.0
Average	12.2	12.4	12.2	36.8

Source: Compiled from the transcripts of 498 Asian OMSSA students.

* The only student in the College of Biological Sciences graduated at the end of the fall quarter, 1981.

** The only student in the College of Forestry did not register for the spring quarter, 1982, because he participated in a cooperative educational program under the auspices of the Superior National Forest.

TABLE VII

ENROLLMENT AND TRANSFER OF ASIAN OMSSA STUDENTS, SPRING QUARTER, 1981 - SPRING QUARTER, 1982

College	Spring, 1981 Registered	Spring, 1981 Transferred after quarter	Fall, 1981 Registered	Fall, 1981 Transferred after quarter	Winter, 1982 Registered	Winter, 1982 Transferred after quarter	Spring, 1982 Registered	Spring, 1982 Transferred after quarter	Total transfers
CLA	135	3 (1-IT, 1-Mgmt, 1-Pharm)	143	4 (3-IT, 1-Forestry)	140	5 (4-IT, 1-HomeEc)	134	N.A.	12 (8-IT, 1 Pharm, 1-Mgmt, 1-HomeEc, 1-Forestry)
GC	132	23 (9-CLA, 14-IT)	167	7 (5-CLA, 2-IT)	171	11 (7-CLA, 3-IT, 1-HomeEc)	164	N.A.	41 (21-CLA, 19-IT, 1-Home Ec)
IT	112	0	135	0	132	2 (2-CLA)	127	N.A.	2 (2-CLA)
Management	9	0	17	0	14	0	14	N.A.	
Pharmacy	4	0	8	0	8	0	8	N.A.	
MedTech	3	0	1	0	1	0	1	N.A.	
Education	2	0	2	0	2	0	2	N.A.	
Nursing	2	0	2	0	2	0	2	N.A.	
Home Ec	2	0	3	0	2	0	2	N.A.	
Forestry	-	-	-	-	1	0	1	N.A.	
CBS	1	0	1	0	-	-	-	---	
Agriculture	1	0	1	0	1	0	1	N.A.	
Total	403	26	480	11	472	18	456	N.A.	55 (27-IT, 23-CLA, 2-HomeEc, 1-Pharm, 1-Mgmt, 1-Forestry

Source: Compiled from the transcripts of 498 Asian OMSSA students.

TABLE VIII

ASIAN OMSSA STUDENTS WHO GRADUATED DURING THE 1981-82 ACADEMIC YEAR

College	Fall 1981	Winter 1982	Spring 1982	Total
General College	-	-	1	1
Institute of Technology	1	3	11	15
College of Liberal Arts	1	-	5	6
School of Management	3	1	4	8
College of Biological Sciences	1	-	-	1
College of Home Economics	1	-	-	1
College of Education	-	-	1	1
College of Agriculture	-	-	1	1
Total	7	4	23	34

Source: Compiled from the transcripts of 498 Asian OMSSA students.

TABLE IX

FACTORS CONTRIBUTING TO UNSATISFACTORY PROGRESS OF SELECTED ASIAN OMSSA STUDENTS DURING THE 1981-82 ACADEMIC YEAR

Factor	Very important (3 points) No. of respondents	Points*	Important (2 points) No. of respondents	Points**	Somewhat important (1 point) No. of respondents	Points***	Total No. of respondents	Points	(%)
Financial problems	10	30	10	20	3	3	23	53	18.8
Family problems	11	33	7	14	5	5	23	52	18.4
Did not study enough	7	21	6	12	6	6	19	39	13.8
Underprepared for courses	6	18	5	10	2	2	13	30	10.6
Medical problems	3	9	4	8	4	4	11	21	7.4
Poor academic advising	4	12	4	8	0	0	8	20	7.1
Irrelevant or uninteresting courses	4	12	3	6	0	0	7	18	6.4
Problems with friends	1	3	3	6	2	2	6	11	3.9
Did not seek tutoring	1	3	2	4	2	2	5	9	3.2
Did not like or get along with teaching assistants	0	0	4	8	0	0	4	8	2.9
Did not like or get along with professors	1	3	0	0	4	4	5	7	2.5
Discriminated against on the basis of race or sex	0	0	2	4	1	1	3	5	1.8
Other	2	6	0	0	3	3	5	9	3.2
Total Points								282	100.0%

Source: Compiled from questionnaires completed by thirty-nine Asian OMSSA students who failed to make satisfactory academic progress for financial aid purposes during the 1981-82 academic year.

* Each check mark for "Very important" was given three points.

** Each check mark for "Important" was given two points.

*** Each check mark for "Somewhat important" was given one point.

TABLE X

17 FACTORS CONTRIBUTING TO SATISFACTORY ACADEMIC PROGRESS OF SELECTED ASIAN OMSSA STUDENTS DURING THE 1981-82 ACADEMIC YEAR

Factor	Very important (3 points) No. of respondents	Points*	Important (2 points) No. of respondents	Points**	Somewhat important (1 point) No. of respondents	Points***	Total No of respondents	Points	(%)
Studied hard	20	60	18	36	0	0	38	96	12.5%
Good health	22	66	10	20	1	1	33	87	11.3%
Liked and got along with professors	15	45	14	28	8	8	37	81	10.5%
Courses were relevant and interesting	12	36	17	34	8	8	37	78	10.1%
Liked and got along with teaching assistants	12	36	17	34	7	7	36	77	10.0%
Good academic advising	12	36	18	36	4	4	32	76	9.9%
Good tutorial service	14	42	12	24	9	9	35	75	9.7%
No family problems	12	36	16	32	4	4	32	72	9.3%
Well prepared for courses	12	36	14	28	4	4	30	68	8.8%
Not discriminated against on the basis of race or sex	8	24	14	28	8	8	30	60	7.8%
Other	0	0	0	0	1	1	1	1	0.1%
Total Points								771	100.0%

Source: Compiled from the questionnaries completed by forty Asian OMSSA students who made satisfactory academic progress for financial aid purposes during the 1981-82 academic year.

* Each check mark for "Very important" was given three points.

** Each check mark for "Important" was given two points.

*** Each check mark for "Somewhat important" was given one point.